



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2009
Code: 12281602
SAU: MSAD 34
School: Troy A Howard Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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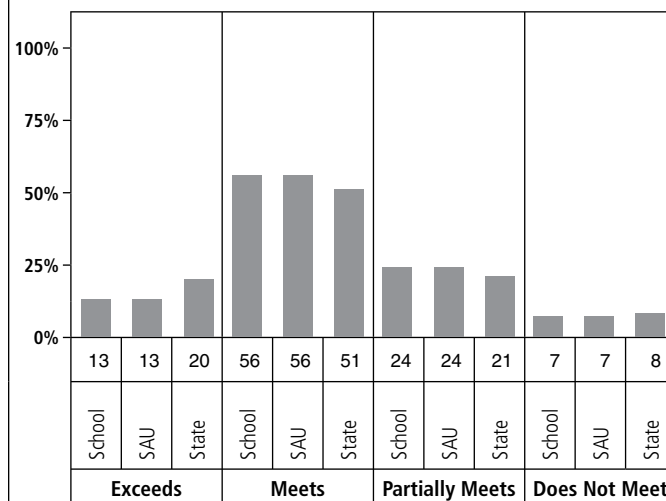
SUMMARY OF SCORES

Test Date: March 2009
Grade: 8
SAU: MSAD 34
School: Troy A Howard Middle School

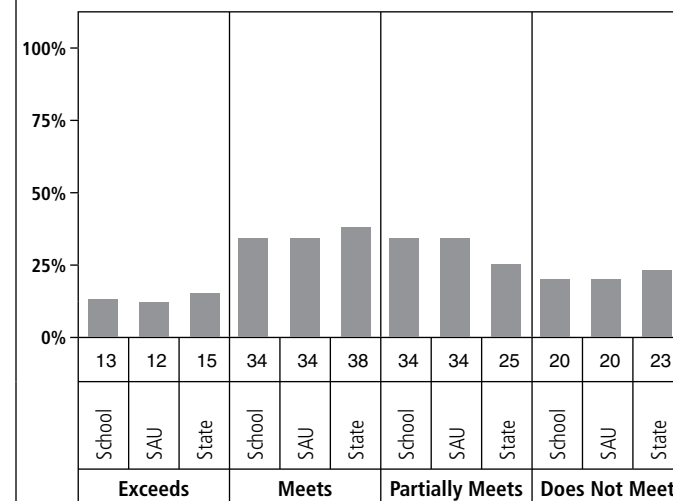
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	847	847	847
2007–2008	847	847	849
2008–2009	849	849	850
Cum. Avg.*	848	848	849
Mathematics			
2006–2007	838	838	842
2007–2008	837	837	841
2008–2009	843	842	843
Cum. Avg.*	839	839	842
Science			
2008–2009 **	846	846	846

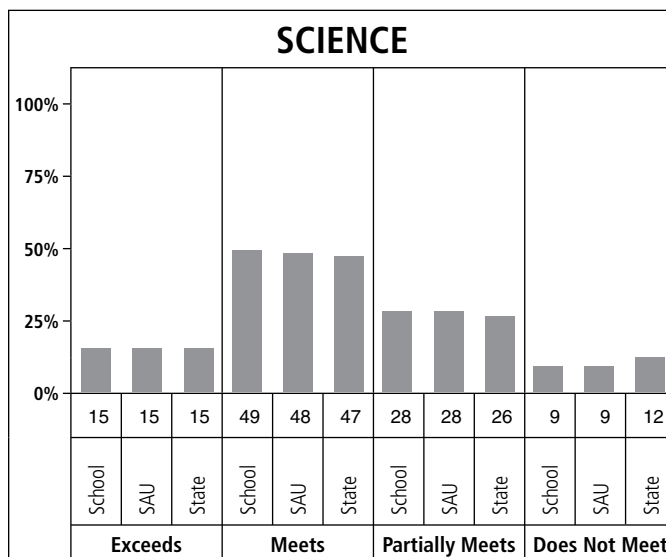
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

** Because science standards were reset in May 2009, no historical data are available

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 8
SAU: MSAD 34
School: Troy A Howard Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Total number of students	144	100	145	100	14804	100	141	98	142	98	14659	99	142	99	143	99	14653	99	142	99	143	99	14626	99
Ethnicity African American/Black	4	3	4	3	377	3	4	100	4	100	366	97	4	100	4	100	371	98	4	100	4	100	367	97
American Indian or Native Alaskan	0	0	0	0	119	1	0	0	0	0	117	99	0	0	0	0	115	97	0	0	0	0	116	98
Asian or Pacific Islander	0	0	0	0	238	2	0	0	0	0	232	97	0	0	0	0	234	98	0	0	0	0	234	98
Hispanic	1	1	1	1	192	1	1	100	1	100	188	98	1	100	1	100	191	100	1	100	1	100	190	99
Caucasian/White	139	97	140	97	13878	94	136	98	137	98	13756	99	137	99	138	99	13742	99	137	99	138	99	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	28	19	29	20	2489	17	28	100	29	100	2434	99	28	100	29	100	2424	98	28	100	29	100	2418	98
Current LEP	0	0	0	0	349	2	0	0	0	0	331	95	0	0	0	0	342	98	0	0	0	0	338	97
Economically disadvantaged	62	43	62	43	5460	37	61	98	61	98	5380	99	61	98	61	98	5377	99	61	98	61	98	5359	98
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	112	78	113	78	12132	82	112	78	113	78	12124	82	113	78	114	79	12169	82
Identified disability (PET/IEP)	1	1	2	2	379	3	1	1	2	2	380	3	1	1	2	2	425	3
LEP	0	0	0	0	166	1	0	0	0	0	169	1	0	0	0	0	168	1
504 plan	0	0	0	0	200	2	0	0	0	0	200	2	0	0	0	0	202	2
Participation with accommodations	23	16	23	16	2349	16	24	17	24	17	2347	16	23	16	23	16	2288	15
Identified disability (PET/IEP)	21	91	21	91	1877	80	21	88	21	88	1862	79	21	91	21	91	1824	80
LEP	0	0	0	0	158	7	0	0	0	0	167	7	0	0	0	0	165	7
504 plan	0	0	0	0	70	3	0	0	0	0	70	3	0	0	0	0	66	3
Other	2	9	2	9	292	12	3	13	3	13	297	13	2	9	2	9	280	12
Participation through alternate assessment (PAAP)	6	4	6	4	178	1	6	4	6	4	182	1	6	4	6	4	169	1
Identified disability (PET/IEP)	6	100	6	100	178	100	6	100	6	100	182	100	6	100	6	100	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
Non-participation – other	3	2	3	2	113	1	2	1	2	1	117	1	2	1	2	1	140	1

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 8
SAU: MSAD 34
School: Troy A Howard Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	28	18	28	18	2407	16
	2007-2008	31	20	31	20	3428	23
	2008-2009	17	13	17	13	2857	20
	Cum. Total*	76	17	76	17	8692	19
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	65	42	65	42	7494	49
	2007-2008	73	47	73	46	7179	48
	2008-2009	76	56	76	56	7431	51
	Cum. Total*	214	48	214	48	22104	49
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	39	25	39	25	3628	24
	2007-2008	29	19	31	20	2706	18
	2008-2009	33	24	33	24	2979	21
	Cum. Total*	101	23	103	23	9313	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	21	14	22	14	1810	12
	2007-2008	23	15	22	14	1611	11
	2008-2009	9	7	10	7	1214	8
	Cum. Total*	53	12	54	12	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	35.3	63.0	35.1	62.7	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.0	60.0	11.9	59.5	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	23.3	64.7	23.1	64.2	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: MSAD 34
 School: Troy A Howard Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	135	17	13	76	56	33	24	9	7	849	136	13	56	24	7	849	14481	20	51	21	8	850
Ethnicity																						
African American/Black	4										4						362	8	43	29	20	843
American Indian or Native Alaskan	0										0						116	10	46	26	18	843
Asian or Pacific Islander	0										0						231	28	43	19	10	851
Hispanic	1										1						186	17	48	23	12	847
Caucasian/White	130	17	13	73	56	32	25	8	6	850	131	13	56	24	7	849	13586	20	52	20	8	850
Not Reported	0										0						0					
Identified disability																						
Yes	22	0	0	7	32	10	45	5	23	839	23	0	30	43	26	837	2256	2	25	40	34	834
No	113	17	15	69	61	23	20	4	4	851	113	15	61	20	4	851	12225	23	56	17	4	853
Current LEP																						
Yes	0										0						324	5	34	36	26	838
No	135	17	13	76	56	33	24	9	7	849	136	13	56	24	7	849	14157	20	52	20	8	850
Economically disadvantaged																						
Yes	57	6	11	27	47	16	28	8	14	845	57	11	47	28	14	845	5277	10	46	29	15	844
No	78	11	14	49	63	17	22	1	1	852	79	14	62	22	3	852	9204	26	54	16	5	853
Migrant																						
Yes	0										0						5	0	40	60	0	841
No	135	17	13	76	56	33	24	9	7	849	136	13	56	24	7	849	14476	20	51	21	8	850
Gender																						
Female	61	13	21	34	56	12	20	2	3	852	62	21	55	19	5	851	7074	25	51	18	6	852
Male	74	4	5	42	57	21	28	7	9	847	74	5	57	28	9	847	7407	14	51	23	11	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						857	9	43	35	14	843
No	134	17	13	75	56	33	25	9	7	849	135	13	56	24	7	849	13624	20	52	20	8	850
Gifted/talented program																						
Yes	0										0						700	69	30	1	0	867
No	135	17	13	76	56	33	24	9	7	849	136	13	56	24	7	849	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: MSAD 34
School: Troy A Howard Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	2	18	5	45	4	36	834	9	0	17	42	42	832	8	8	39	29	24	841
B. less than one hour	61	12	15	48	59	20	24	2	2	851	60	15	59	24	2	851	51	17	53	22	8	849
C. one to two hours	30	5	13	26	65	8	20	1	3	851	29	13	65	20	3	851	36	24	52	18	5	852
D. more than two hours	1	0	0	0	0	0	0	2	100	825	1	0	0	0	100	825	5	29	45	18	9	852
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	9	23	25	63	3	8	3	8	854	29	23	63	8	8	854	31	35	50	11	4	856
B. good	46	8	13	39	63	14	23	1	2	850	46	13	63	23	2	850	47	16	55	21	7	849
C. fair	19	0	0	11	42	12	46	3	12	842	20	0	41	44	15	840	18	5	47	33	15	842
D. poor	5	0	0	1	14	4	57	2	29	837	5	0	14	57	29	837	3	2	39	37	22	839
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	25	3	9	20	59	10	29	1	3	849	25	9	59	29	3	849	32	27	54	14	5	853
B. They match some of what I have learned.	56	11	14	44	58	16	21	5	7	850	56	14	58	21	7	850	52	18	53	22	8	850
C. They match just a little of what I have learned.	16	2	10	10	48	6	29	3	14	844	16	9	45	27	18	842	12	11	45	29	15	844
D. There is no match.	3	1	25	2	50	1	25	0	0	857	3	25	50	25	0	857	4	6	34	33	26	838
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	14	2	11	7	37	9	47	1	5	845	14	11	37	47	5	845	15	13	42	28	17	844
B. about the same as my regular schoolwork	67	10	11	53	59	19	21	8	9	849	67	11	58	21	10	848	64	19	53	20	7	850
C. easier than my regular schoolwork	19	4	16	16	64	5	20	0	0	853	19	16	64	20	0	853	22	25	52	16	6	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	8	0	0	5	50	4	40	1	10	842	8	0	50	40	10	842	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	45	3	5	33	56	19	32	4	7	847	45	5	56	32	7	847	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	47	12	20	37	61	10	16	2	3	853	47	19	60	16	5	852	40	30	53	13	4	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	48	9	14	32	50	21	33	2	3	850	48	14	50	33	3	850	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	49	8	12	40	62	11	17	6	9	849	49	12	62	17	9	849	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	2	50	1	25	1	25	841	3	0	50	25	25	841	7	12	46	27	15	845
How much time do you spend reading at home each day?																						
A. more than one hour	19	2	8	19	76	3	12	1	4	852	19	8	76	12	4	852	19	26	53	15	6	853
B. 20 minutes to an hour	45	11	18	33	55	15	25	1	2	852	45	18	54	25	3	851	40	25	52	17	6	852
C. less than 20 minutes	10	2	15	6	46	3	23	2	15	846	10	15	46	23	15	846	15	18	51	21	10	849
D. I rarely read at home.	27	2	6	18	50	11	31	5	14	845	27	6	50	31	14	845	26	7	50	30	13	844
How do you feel about the following statement?																						
"My knowledge of reading will be useful to me as an adult."																						
A. strongly agree	51	13	19	42	61	10	14	4	6	852	51	19	61	14	6	852	42	27	51	15	6	853
B. agree	44	3	5	34	58	18	31	4	7	847	43	5	58	31	7	847	50	15	53	23	9	848
C. disagree	5	1	14	0	0	5	71	1	14	839	5	14	0	71	14	839	7	8	46	32	14	843
D. strongly disagree	0										1	0	0	0	100	802	2	6	39	35	21	840
Optional school/SAU question																						
A.	0										0											
B.	0										25	0	0	0	100	802						
C.	67	0	0	1	50	1	50	0	0	842	50	0	50	50	0	842						
D.	33	0	0	0	0	0	0	1	100	826	25	0	0	0	100	826						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 8
SAU: MSAD 34
School: Troy A Howard Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	17	11	17	11	1952	13
	2007-2008	17	11	17	11	1657	11
	2008-2009	17	13	17	12	2116	15
	Cum. Total*	51	12	51	11	5725	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	45	29	45	29	5870	38
	2007-2008	41	27	41	26	5956	40
	2008-2009	46	34	46	34	5443	38
	Cum. Total*	132	30	132	30	17269	39
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	42	27	43	28	3982	26
	2007-2008	51	33	52	34	3729	25
	2008-2009	46	34	46	34	3556	25
	Cum. Total*	139	31	141	32	11267	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	49	32	49	32	3534	23
	2007-2008	45	29	45	29	3579	24
	2008-2009	27	20	28	20	3356	23
	Cum. Total*	121	27	122	27	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	28.2	50.4	28.1	50.2	28.6	51.1
A. Number	8	14	4.3	53.8	4.2	52.5	3.7	46.3
B. Data	16	29	8.7	54.4	8.7	54.4	8.9	55.6
C. Geometry	12	21	4.7	39.2	4.7	39.2	5.0	41.7
D. Algebra	20	36	10.5	52.5	10.4	52.0	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: MSAD 34
 School: Troy A Howard Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	136	17	13	46	34	46	34	27	20	843	137	12	34	34	20	842	14471	15	38	25	23	843
Ethnicity																						
African American/Black	4										4						367	6	24	26	44	831
American Indian or Native Alaskan	0										0						114	5	31	32	32	836
Asian or Pacific Islander	0										0						233	27	33	20	21	847
Hispanic	1										1						190	8	31	26	34	836
Caucasian/White	131	17	13	42	32	46	35	26	20	843	132	13	32	35	20	842	13567	15	38	25	22	843
Not Reported	0										0						0					
Identified disability																						
Yes	22	1	5	3	14	12	55	6	27	835	23	4	13	52	30	834	2242	2	12	22	63	824
No	114	16	14	43	38	34	30	21	18	844	114	14	38	30	18	844	12229	17	42	25	16	846
Current LEP																						
Yes	0										0						336	6	18	26	51	829
No	136	17	13	46	34	46	34	27	20	843	137	12	34	34	20	842	14135	15	38	25	23	843
Economically disadvantaged																						
Yes	57	2	4	18	32	22	39	15	26	838	57	4	32	39	26	838	5270	6	30	28	36	835
No	79	15	19	28	35	24	30	12	15	846	80	19	35	30	16	845	9201	20	42	22	16	847
Migrant																						
Yes	0										0						5	0	0	40	60	828
No	136	17	13	46	34	46	34	27	20	843	137	12	34	34	20	842	14466	15	38	25	23	843
Gender																						
Female	61	9	15	24	39	18	30	10	16	845	62	15	39	29	18	844	7070	15	39	25	22	843
Male	75	8	11	22	29	28	37	17	23	841	75	11	29	37	23	841	7401	14	36	25	25	842
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						857	5	25	33	37	835
No	135	17	13	46	34	45	33	27	20	843	136	13	34	33	21	842	13614	15	38	24	22	843
Gifted/talented program																						
Yes	0										0						700	68	27	3	1	866
No	136	17	13	46	34	46	34	27	20	843	137	12	34	34	20	842	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: MSAD 34
School: Troy A Howard Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	8 60 30 1	0 10 7 0	0 12 17 0	2 32 12 0	18 39 29 0	5 28 13 0	45 34 32 0	4 12 9 2	36 15 22 100	833 844 843 817	9 60 30 1	0 12 17 0	17 39 29 0	42 34 32 0	42 15 22 100	831 844 843 817	8 51 36 5	8 12 19 19	24 38 40 36	24 26 23 22	44 23 19 23	833 842 845 844
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	22 48 22 7	12 5 0 0	40 8 0 0	13 24 6 2	43 38 20 20	4 24 16 1	13 38 53 10	1 11 8 7	3 17 27 70	856 842 836 828	22 47 23 7	40 8 0 0	43 38 19 20	13 38 52 10	3 17 29 70	856 842 835 828	28 45 21 5	33 11 3 2	41 43 27 14	15 25 35 30	11 21 35 54	852 842 834 828
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	26 53 18 3	5 9 3 0	14 13 13 0	15 21 8 2	43 30 33 50	11 28 5 1	31 39 21 25	4 13 8 1	11 18 33 25	846 843 840 841	26 53 18 3	14 13 13 0	43 29 33 50	31 39 21 25	11 19 33 25	846 842 840 841	28 52 16 4	23 13 8 5	41 40 28 15	21 25 30 22	15 21 34 58	848 843 836 826
How difficult was the mathematics part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	31 56 14	0 7 9	0 10 50	14 25 6	35 34 33	14 28 2	35 38 11	12 13 1	30 18 6	836 843 858	30 55 14	0 10 47	35 34 32	35 38 11	30 18 11	836 843 855	32 52 16	6 13 39	34 41 35	29 25 13	32 20 13	837 843 853
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	53 44 3	10 6 1	14 10 25	24 22 0	35 38 0	21 22 0	30 38 0	14 8 3	20 14 75	843 844 831	52 45 3	14 10 25	35 37 0	30 37 0	20 15 75	843 843 831	42 52 7	12 17 12	38 39 27	26 23 27	25 20 35	841 845 837
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	7 26 41 26	4 4 1 8	44 11 2 23	2 10 22 12	22 29 40 34	1 13 21 10	11 37 38 29	2 8 11 5	22 23 20 14	851 841 840 847	7 26 41 27	44 11 2 22	22 29 40 33	11 37 38 28	22 23 20 17	851 841 840 846	34 35 18 13	18 14 12 9	40 38 37 32	22 26 27 25	20 21 24 34	845 843 841 837
How often do you use laptops in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	3 14 56 26	1 2 11 3	25 11 15 9	0 8 24 14	0 42 32 40	2 7 26 9	50 37 35 26	1 2 14 9	25 11 19 26	842 847 843 840	3 14 57 26	25 11 14 9	0 42 32 40	50 37 34 26	25 11 20 26	842 847 843 840	9 17 28 46	13 11 15 16	38 37 40 36	23 26 25 24	26 26 20 23	841 841 844 843
How do you feel about the following statement? “My knowledge of mathematics will be useful to me as an adult.” A. strongly agree B. agree C. disagree D. strongly disagree	56 37 6 2	16 1 0 0	22 2 0 0	24 21 1 0	32 43 13 0	23 18 2 1	31 37 25 50	11 9 5 1	15 18 63 50	847 840 829 833	56 37 6 1	21 2 0 0	32 43 13 0	31 37 25 50	16 18 63 50	846 840 829 833	52 39 6 3	19 11 7 4	41 35 28 25	22 27 26 28	18 27 39 43	846 840 835 832
Optional school/SAU question A. B. C. D.	0 0 67 33	 0 0	 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 1	100 100	826 828	0 25 50 25	0 0 0 0	0 0 0 0	0 100 100 100	800 826 828							

SCIENCE RESULTS

Test Date: March 2009
Grade: 8
SAU: MSAD 34
School: Troy A Howard Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	20	15	20	15	2155	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	66	49	66	48	6687	47
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	38	28	38	28	3672	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	12	9	13	9	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	32.3	57.7	32.1	57.3	32.0	57.1
D. The Physical Setting	31	55	17.8	57.4	17.7	57.1	17.1	55.2
D1/D2 Earth/Space	17	30	9.6	56.5	9.5	55.9	9.4	55.3
D3/D4 Matter and Energy/Force and Motion	14	25	8.3	59.3	8.2	58.6	7.7	55.0
E. The Living Environment	25	45	14.5	58.0	14.4	57.6	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 8
SAU: MSAD 34
School: Troy A Howard Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	136	20	15	66	49	38	28	12	9	846	137	15	48	28	9	846	14263	15	47	26	12	846
Ethnicity																						
African American/Black	4										4						360	4	31	35	30	835
American Indian or Native Alaskan	0										0						114	8	39	31	22	839
Asian or Pacific Islander	0										0						230	20	44	23	13	848
Hispanic	1										1						184	9	45	29	16	842
Caucasian/White	131	20	15	64	49	36	27	11	8	847	132	15	48	27	9	846	13375	15	47	25	12	846
Not Reported	0										0						0					
Identified disability																						
Yes	22	1	5	9	41	8	36	4	18	840	23	4	39	35	22	839	2221	3	22	36	38	832
No	114	19	17	57	50	30	26	8	7	848	114	17	50	26	7	848	12042	17	51	24	7	848
Current LEP																						
Yes	0										0						331	4	20	39	37	832
No	136	20	15	66	49	38	28	12	9	846	137	15	48	28	9	846	13932	15	48	25	12	846
Economically disadvantaged																						
Yes	57	4	7	23	40	23	40	7	12	842	57	7	40	40	12	842	5184	6	40	33	21	840
No	79	16	20	43	54	15	19	5	6	850	80	20	54	19	8	849	9079	20	51	21	8	849
Migrant																						
Yes	0										0						5	0	0	80	20	829
No	136	20	15	66	49	38	28	12	9	846	137	15	48	28	9	846	14258	15	47	26	12	846
Gender																						
Female	61	11	18	28	46	18	30	4	7	847	62	18	45	29	8	846	6953	14	47	28	11	846
Male	75	9	12	38	51	20	27	8	11	846	75	12	51	27	11	846	7310	16	46	24	13	846
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						828	5	35	40	20	839
No	135	20	15	65	48	38	28	12	9	847	136	15	48	28	10	846	13435	16	48	25	12	846
Gifted/talented program																						
Yes	0										0						699	65	34	2	0	865
No	136	20	15	66	49	38	28	12	9	846	137	15	48	28	9	846	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: MSAD 34
School: Troy A Howard Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	5	45	3	27	3	27	836	9	0	42	25	33	833	8	8	34	28	30	837
B. less than one hour	60	15	18	40	49	21	26	6	7	848	60	18	49	26	7	848	51	14	48	27	11	846
C. one to two hours	30	5	12	21	51	14	34	1	2	848	30	12	51	34	2	848	36	19	48	24	9	848
D. more than two hours	1	0	0	0	0	0	0	2	100	820	1	0	0	0	100	820	5	17	49	20	14	847
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	32	12	28	24	56	7	16	0	0	855	33	27	55	16	2	853	23	27	47	17	8	851
B. good	51	8	12	32	47	22	32	6	9	845	51	12	47	32	9	845	53	15	50	26	10	847
C. fair	17	0	0	10	45	6	27	6	27	837	16	0	45	27	27	837	20	4	43	35	18	840
D. poor	0										0						4	4	27	34	35	834
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	24	6	19	16	50	8	25	2	6	850	24	19	50	25	6	850	26	20	49	23	9	849
B. They match some of what I have learned.	53	10	14	38	54	19	27	3	4	847	52	14	54	27	4	847	51	14	48	26	11	846
C. They match just a little of what I have learned.	18	3	13	10	42	6	25	5	21	843	19	12	40	24	24	841	18	13	44	28	15	844
D. There is no match.	5	1	14	2	29	2	29	2	29	842	5	14	29	29	29	842	4	5	33	30	32	836
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	32	6	15	15	37	16	39	4	10	843	32	14	36	38	12	842	32	13	45	28	14	844
B. about the same as my regular schoolwork	58	12	16	43	57	14	18	7	9	849	58	16	57	18	9	849	56	15	49	25	11	847
C. easier than my regular schoolwork	10	2	15	8	62	2	15	1	8	851	10	15	62	15	8	851	11	21	43	22	13	847
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	50	9	14	30	47	21	33	4	6	847	50	14	47	33	6	847	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	45	10	17	33	57	12	21	3	5	849	46	17	56	20	7	848	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	5	1	17	0	0	1	17	4	67	832	5	17	0	17	67	832	6	8	36	29	26	839
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	41	2	4	33	61	11	20	8	15	844	41	4	61	20	15	844	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	20	6	22	15	56	6	22	0	0	853	21	21	54	21	4	851	23	17	49	22	12	847
C. the course(s) described in B, plus physics	22	10	34	8	28	8	28	3	10	851	22	34	28	28	10	851	21	31	44	17	7	852
D. a life science and physical science class	17	2	9	9	41	10	45	1	5	842	17	9	41	45	5	842	30	7	46	32	14	842
How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."																						
A. strongly agree	27	8	23	16	46	8	23	3	9	850	26	23	46	23	9	850	27	23	47	20	10	849
B. agree	41	6	11	29	54	13	24	6	11	845	41	11	54	24	11	845	37	14	47	27	12	846
C. disagree	23	4	13	15	48	11	35	1	3	845	24	13	47	34	6	844	25	11	48	29	12	845
D. strongly disagree	9	2	17	5	42	3	25	2	17	847	9	17	42	25	17	847	11	9	44	31	17	842
How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."																						
A. strongly agree	34	9	20	25	56	7	16	4	9	850	35	20	54	15	11	849	31	22	46	22	10	849
B. agree	49	11	17	31	48	19	29	4	6	847	49	17	48	29	6	847	50	14	49	26	11	846
C. disagree	12	0	0	8	50	6	38	2	13	840	12	0	50	38	13	840	14	9	45	31	15	843
D. strongly disagree	5	0	0	1	17	3	50	2	33	833	5	0	17	50	33	833	5	3	38	34	25	837
Optional school/SAU question																						
A.	0										0											
B.	0										25	0	0	0	100	800						
C.	67	0	0	0	0	1	50	1	50	829	50	0	0	50	50	829						
D.	33	0	0	0	0	0	0	1	100	820	25	0	0	0	100	820						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number